



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Alfred Elementary School

SAU: RSU 57 / MSAD 57

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2010-2011 NCLB Report Card



School: Alfred Elementary School
SAU: RSU 57 / MSAD 57
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	37	37	100	65	65	65	3	62	27	8	37	0
	2009-2010	41	41	100	80	72	73	10	71	17	2	41	0
Female	2008-2009	20	20	100	70	74	70	5	65	25	5		
	2009-2010	22	22	100	82	75	76	0	82	14	5		
Male	2008-2009	17	17	100	59	58	60	0	59	29	12		
	2009-2010	19	19	100	79	69	69	21	58	21	0		
Caucasian/White	2008-2009	37	37	100	65	65	66	3	62	27	8		
	2009-2010	41	41	100	80	72	74	10	71	17	2		
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	10	10	100	40	58	53	0	40	40	20		
	2009-2010	12	12	100	58	55	62	8	50	42	0		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	2	2	100		41	36						
	2009-2010	1	1	100		39	38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Alfred Elementary School
SAU: RSU 57 / MSAD 57
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	38	38	100	84	75	71	5	79	13	3	38	0
	2009-2010	36	36	100	53	67	67	8	44	31	17	36	0
Female	2008-2009	25	25	100	88	80	75	8	80	12	0		
	2009-2010	20	20	100	55	74	71	10	45	35	10		
Male	2008-2009	13	13	100	77	70	67	0	77	15	8		
	2009-2010	16	16	100	50	61	63	6	44	25	25		
Caucasian/White	2008-2009	37	37	100	84	75	71	5	78	14	3		
	2009-2010	36	36	100	53	67	68	8	44	31	17		
African American/Black	2008-2009	0	0				53						
	2009-2010	0	0				43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	1	1	100			71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	7	7	100	71	65	60	0	71	29	0		
	2009-2010	11	11	100	9	52	56	0	9	55	36		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	4	4	100		39	43						
	2009-2010	2	2	100		38	34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

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School: Alfred Elementary School
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Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	19	19	100	74	66	67	11	63	21	5	19	0
	2009-2010	38	38	100	87	71	72	34	53	8	5	38	0
Female	2008-2009	11	11	100	91	70	70	18	73	9	0		
	2009-2010	24	24	100	92	77	78	42	50	0	8		
Male	2008-2009	8	8	100	50	62	64	0	50	38	13		
	2009-2010	14	14	100	79	63	67	21	57	21	0		
Caucasian/White	2008-2009	19	19	100	74	66	67	11	63	21	5		
	2009-2010	37	37	100	89	71	73	35	54	5	5		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				57						
Hispanic	2008-2009	0	0				56						
	2009-2010	0	0				70						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	1	1	100			73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	4	4	100		61	53						
	2009-2010	9	9	100		60	62						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		22	31						
	2009-2010	5	5	100		31	36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	37	37	100	70	73	70	5	65	27	3	37	0
	2009-2010	41	41	100	71	67	62	5	66	17	12	41	0
Female	2008-2009	20	20	100	65	72	68	5	60	35	0		
	2009-2010	22	22	100	64	63	61	0	64	23	14		
Male	2008-2009	17	17	100	76	74	71	6	71	18	6		
	2009-2010	19	19	100	79	71	63	11	68	11	11		
Caucasian/White	2008-2009	37	37	100	70	74	71	5	65	27	3		
	2009-2010	41	41	100	71	68	63	5	66	17	12		
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	10	10	100	40	67	58	0	40	60	0		
	2009-2010	12	12	100	50	57	50	0	50	17	33		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	2	2	100		51	46						
	2009-2010	1	1	100		30	33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	38	38	100	71	75	66	16	55	16	13	38	0
	2009-2010	36	36	100	53	64	62	3	50	28	19	36	0
Female	2008-2009	25	25	100	72	75	66	12	60	12	16		
	2009-2010	20	20	100	45	67	62	5	40	35	20		
Male	2008-2009	13	13	100	69	76	67	23	46	23	8		
	2009-2010	16	16	100	63	61	63	0	63	19	19		
Caucasian/White	2008-2009	37	37	100	70	75	67	16	54	16	14		
	2009-2010	36	36	100	53	65	63	3	50	28	19		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	7	7	100	43	74	54	14	29	43	14		
	2009-2010	11	11	100	36	56	50	0	36	36	27		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	4	4	100		55	41						
	2009-2010	2	2	100		50	36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	19	19	100	63	72	66	11	53	37	0	19	0
	2009-2010	38	38	100	79	71	64	26	53	11	11	38	0
Female	2008-2009	11	11	100	64	73	65	9	55	36	0		
	2009-2010	24	24	100	75	71	64	21	54	13	13		
Male	2008-2009	8	8	100	63	71	66	13	50	38	0		
	2009-2010	14	14	100	86	69	64	36	50	7	7		
Caucasian/White	2008-2009	19	19	100	63	73	67	11	53	37	0		
	2009-2010	37	37	100	81	71	65	27	54	11	8		
African American/Black	2008-2009	0	0				43						
	2009-2010	0	0				37						
Hispanic	2008-2009	0	0				52						
	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009	0	0				69						
	2009-2010	1	1	100			67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	4	4	100		66	53						
	2009-2010	9	9	100		64	51						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		42	38						
	2009-2010	5	5	100		36	34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Alfred Elementary School
SAU: RSU 57 / MSAD 57
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100 99	99 99	76	70 66	71 69	100	100 99	99 99	71	68 62	63 61	96	95	95
Caucasian/White	100	100 99	99 99	77	70 66	71 69	100	100 99	99 99	72	69 63	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	100 98	99 99	50	56 56	60 56	*	100 98	99 99	56	60 51	50 47			
Students with Disabilities	*	100 92	97 98	*	35 18	36 28	*	100 93	97 98	*	35 21	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	4	9	4	0	4	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	5
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>